

English 101

Fall 2015

Section 21

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Course Description

This course—the first in the two-semester sequence of the Freshman English Program—focuses on analytic writing: that is, writing that clearly communicates your critical thinking about texts. Although there will be some assigned reading, this is primarily a workshop-style class, so we will spend plenty of time talking and sharing our in-progress work. In short, we'll talk, read, and write about writing!

Course Goals

This course shares the same learning goals as other sections of English 101 at UMass Boston.

By the end of this semester, you should be able to:

- Summarize, paraphrase, and quote a source text
- Recognize and evaluate some strategies of argument in texts
- Make an argument based on textual evidence
- Synthesize ideas from academic sources and readings, as well as from your own experience
- Develop and manage your own effective strategies for composing, which include annotating readings, planning and drafting, responding to reader feedback, and revising
- Write with awareness of an audience or reader
- Provide productive responses to your classmates

Readings & Required Materials

All required readings will be made available in digital form on Blackboard (<https://umb.umassonline.net/>). Since it will be important that you read closely and annotate each reading, it is strongly recommended that you either (a) print out each reading so you can annotate by hand, or (b) annotate digitally using PDF editing software. Please bring readings to class, either in digital or print form.

Because this class will involve a lot (and I do mean a LOT) of writing, please come to class ready to write each day, with a pen or pencil and a notebook. You will sometimes be

permitted to write with digital devices (computers, tablets or phones), but please bring "old-school" pen and paper options to every class.

Assignments & Grading

Your course grade will be broken down into the following categories and percentages, which you can use to track your progress. Explanations of each category follow below.

Category	Points / % of grade
Writing Process	300 pts / 30%
<i>Drafts (6 x 25 pts)</i>	150 pts
<i>Annotations & mini analysis (9 x 5 pts)</i>	45 pts
<i>Peer reviews (3 x 15 pts)</i>	45 pts
<i>Reflections (6 x 10 pts)</i>	60 pts
Project 1: Reflection Essay	150 pts / 15%
Project 2: Comparative Analysis Essay	200 pts / 20%
Project 3: Academic Argument Essay	250 pts / 25%
Attendance (36 days - 1 "freebie" x 2 pts)	70 pts / 7%
* More than 6 absences will result in 0 pts	
Self-Assessment	30 pts / 3%
Possible pts: 1000	

Final Grade Scale

A = 930 – 1000 pts	B+ = 890 – 900 pts	C+ = 790 – 809 pts	D+ = 690 – 709 pts
A- = 910 – 929 pts	B = 830 – 889 pts	C = 730 – 789 pts	D = 650 – 700 pts
	B- = 810 – 829 pts	C- = 710 – 729 pts	F = 0 – 640 pts

Readings & Annotations

Reading and writing go hand in hand: reading texts provides you with new ideas, with models of writing styles, with answers to questions, and with evidence. We will read relatively short academic articles; each of these readings will be essential to completing your academic essays, so please read and annotate each text as it is due.

Essay Drafts

One of the goals of this course is to make you a more reflective writer; therefore, for each major assignment, you will compose multiple (ungraded) drafts, gradually working toward your final, graded version. These many drafts will allow you time to pause, reconsider your ideas, and rework your writing. As you compose each draft, use the following guidelines to know when your draft is "done":

Draft 1 (two-thirds complete): Lay out your main idea as much as you can--don't let your internal editor get in the way. This in-progress version will receive peer feedback. I will read it, but will not offer detailed comments unless you set up a meeting with me to discuss your ideas.

Draft 2 (three-quarters complete): Flesh out the main idea completely; address peer feedback. This version will receive substantive written feedback from me.

Draft 3 (fully complete): Address my feedback; polish until it shines! This final version will be graded.

Formative & Summative Reflections

In addition to writing multiple drafts of your essays, you will also be asked to write short, informal paragraphs about your own writing, so that you can begin to document what you learn and develop a pathway toward improving your writing in the long run. “Formative” reflections discuss work-in-progress, and suggest plans for future work. “Summative” reflections describe work completed, and help you think about what you have accomplished, and what you should consider in the next project.

Peer Reviews

Reviewing in-progress writing with a peer is a good way to get outside your own head; that’s why most professional writers do it! For each formal essay, you will exchange work with one or more of your classmates and offer each other advice, often during class time. We will talk about how to make the most of these peer exchanges.

Formal Essay 1 (3-4 pages): Reflecting on Reading

(Focus: Summary / Paraphrase / Quotation)

In this essay, you will select one of three articles we have read and discussed, and write a formal reflection of how that reading has impacted the way you think about writing.

Formal Essay 2 (3-4 pages): Analyzing Arguments

(Focus: Textual/Rhetorical Analysis)

In this formal essay, you will write a comparative analysis of the arguments made in two academic essays by two different professors. Rather than determining which argument is “better” or more persuasive, you will formally discuss the differences between the two approaches to making an academic argument.

Formal Essay 3 (5-6 pages): Building Arguments from an Academic Conversation

(Focus: Synthesizing Sources, Composing Arguments)

In the final essay of the semester, you will contribute to an academic conversation by synthesizing new ideas and making arguments based on a set (2 or 3) of source readings provided in class. In this essay, you’ll make an argument about the nature and outcomes of argument, discussing how argument might (or might not) make the world a better place.

Self-Assessment

An important part of developing as a writer is to recognize that it is a life-long pursuit. In order to continue growing as a writer and learner, you'll need to cultivate self-awareness of your own work and learning practices. For this reason, 3% of your grade in this course will be determined by YOU, through a self-assessment process. We'll conduct a mid-semester self-assessment in Week 6, and a final (graded) assessment at the end of the semester. In these self-assessments, you'll evaluate your progress based on the level of commitment you have to improving your writing. Have you taken advantage of tutoring services? Visited faculty office hours to discuss a writing project? Talked with friends/family/roommates about your writing? Attended a talk by a writer discussing their work? Revised multiple drafts of a piece of writing for another class? Read (unassigned) texts about writing? Have you kept up with the reading in this class? Have you attended our classes regularly and on time? All of these activities are good signs that you are in control of your own progress as a writer.

The Fine Print: Course & Program Policies

Office Hours

I'm always happy to talk to you about any aspect of the class or your writing. Scheduled office hours are listed at the top of this syllabus and posted on my office door (W-6-71). These are days and times when you can be 99% certain that I'll be in my office. Walk-in visits are welcome. However, it is always a good idea to let me know ahead of time if you plan to stop by, so we can avoid traffic jams at my door. To get to my office, take a left off the elevator on the 6th floor of Wheatley, go through the double doors, and turn right; my office is on the left.

Tutoring Services

Each English 101 class has an assigned writing tutor, who is graduate student in the English Department. In the first few weeks of the semester, you will be introduced to our assigned tutor. All students are strongly encouraged to take advantage of this (free!) service.

Attendance and tardiness

This class is carefully sequenced so that most lessons are taught and modeled through in-class activities. In order to succeed, regular and on-time attendance is essential. Repeated absences and chronic tardiness will affect the quality of your work and hence the grades you receive. In addition, **more than 6 absences will result in 0 total attendance points (7% of the course grade).**

Completion and timely submission of work

The course is a sequence of assignments that build on each other, not a set of separate tasks. To succeed, you therefore need to keep up with the sequence; if you are struggling and feel that you are unable to meet a deadline, **please contact me** so we can make arrangements to get you back on track. Otherwise, the following lateness policy will take effect:

- For first drafts and peer reviews (which are highly time-sensitive), I cannot accept late work for credit, though you are encouraged to exchange with a peer at any time in the process.
- For second drafts and other short writing assignments, I will accept them 1 class period late for reduced credit, but please know that I may not be able to provide as much written feedback on late work.
- For final projects, your project grade will be reduced one step for each class period that the paper is late (e.g., an A- becomes a B+, or a C becomes a C-).

Plagiarism < https://www.umb.edu/life_on_campus/policies/community/code

Plagiarism—defined in this class as the use of someone else’s written work as if it were your own, either through wholesale adoption of an entire text or the failure to give credit to the original source—is a violation of the UMass Boston code of conduct. Plagiarism can include copying and pasting text from the Internet, using a friend’s work, or even submitting your own work to two different classes (called “self-plagiarism”). In this class, we will review how to appropriately credit source material in academic writing; however, if you ever have questions about how and when to cite sources, please do not hesitate to ask me. Instances of plagiarism are handled on a case-by-case basis, but in many cases plagiarism results in failure of the assignment or of the entire course. If you are feeling overwhelmed and are tempted to plagiarize in order to dig yourself out of a hole, don’t; please see me so we can figure out how to address your concerns in a more productive way.

Ross Center for Disabilities <<http://www.umb.edu/academics/vpass/disability/>>

If you have a disability that may affect your performance in this class, please know that UMass Boston has resources that can help you succeed in your coursework. Please contact the Ross Center for Disabilities (Campus Center UL211) to receive official university services and accommodations; they will provide you with documentation that you then bring to all of your instructors.

Classroom Technology

I love my cell phone. You probably love yours, too. Sometimes, I’ll ask you to use your phone or other device to do some rapid research in class. Otherwise, cell phones don’t really have a role to play in this class (besides distracting us). Except in instances of disability accommodation, cell phone use is not permitted in class. If you must use your phone for an emergency, please excuse yourself from the room. Laptop computers and tablets are permitted for note-taking and in-class writing ONLY; other uses (shopping, gaming, tweeting, instagramming, messaging, etc.) should be completed before or after class time. However, I may occasionally ask you to close all devices in order to secure your full attention.

Course Schedule
(subject to change!)

	TOPIC	WORK DUE
Week One		
	UNIT ONE: Writing to Think: Reflecting on Our Ideas about Writing	
(W) 9/9	Course overview	
(F) 9/11	Summative & analytic annotations	Read Sommers, "I Stand Here Writing"
Week Two		
(M) 9/14	Summary and paraphrase	Annotation of Sommers article
(W) 9/16	Quotations	
(F) 9/18	Quotations, continued	Read Rose, "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block"; submit annotations
Week Three		
(M) 9/21	First drafts	Read Prior, "Tracing Process: How Texts Come Into Being"; submit annotations
(W) 9/23	Source documentation: APA style	
(F) 9/25	Peer review	Project 1, draft 1 due; peer response due by the end of the day
Week Four		
(M) 9/28	Revision	Formative reflection due
(W) 9/30		Project 1, draft 2 due
(F) 10/2	<i>No class meeting - individual conferences (required)</i>	Meet W-6-71 or via Skype
Week Five		
	UNIT TWO: Writing to Analyze: Examining How Texts Work	
(M) 10/5	Summative reflections	Project 1 (final) due
(W) 10/7	Arguments	Summative reflection due
(F) 10/9	Analyzing written arguments	Read Johnson-Eilola, "Building a Framework..."; submit annotations
Week Six		
(M) 10/12	<i>No Class Meeting (Columbus Day)</i>	
(W) 10/14	Strategies of argument	
(F) 10/16	Textual analysis	Mid-semester self-assessment report
Week Seven		
(M) 10/19	Contextual analysis and intertextuality	Read Duffy, "Virtuous Arguments"; submit annotations
(W) 10/21	Structure and transitions	Mini analysis due
(F) 10/23	Comparing and contrasting arguments	Read Martin, "Plagiarism: A Misplaced Emphasis"; submit annotations

Week Eight

(M) 10/26	Developing a thesis based on analysis	Work on Project 2
(W) 10/28	No class (Dr. Bowen at conference)	Project 2, draft 1 due; peer review due by the end of the day
(F) 10/30	No class (Dr. Bowen at conference)	Formative reflection due

Week Nine

(M) 11/2	Integrating sources: in-text citations	Project 2, draft 2 due
(W) 11/4	Audience awareness: structure and transitions	Optional: schedule one-on-one meeting with Dr. Bowen
(F) 11/6	Academic style(s)	

Week Ten **UNIT THREE: Writing to Join an Academic Conversation**

(M) 11/9	Understanding scholarly sources	Read Kantz, "Helping Students Use Textual Sources Persuasively"
(W) 11/11	No Class (Veteran's Day)	
(F) 11/13	Invention	Project 2 (final) due

Week Eleven

(M) 11/16		Summative reflection due
(W) 11/18	Critiquing texts	Read Heinrichs, "Run an Agreeable Country"; submit annotations
(F) 11/20	Counterarguments	Read Tannen, "For Argument's Sake"; submit annotations

Week Twelve

(M) 11/23	Peer review	Project 3, Draft 1 due; peer review due by the end of the day
(W) 11/25	No class meeting	Formative reflection due
(F) 11/27	No class meeting (Thanksgiving Break)	

Week Thirteen

(M) 11/30		Project 3, Draft 2 due
(W) 12/2		
(F) 12/4		

Week Fourteen

(M) 12/7	Project 3 Workshop	Work on revising Project 3
(W) 12/9	Proofreading and editing	Project 3, Draft 2.5 due (bring hard copies to class only)
(F) 12/11	Course evaluation, self-assessment	Project 3 (final) due

Week Fifteen

(M) 12/14	Reflecting on the semester	Full semester summative reflection + self-assessment report due Friday
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